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A Delaware Demonstration School

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JOURNAL OF EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS
ISOBEL R. LAY, MANAGING EDITOR

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Editorials

Cultural Depression

LITERARY deflation is as serious in the scholastic market as financial deflation is in the money market.

The collapse in the quality of reading of *individuals* may be as demoralizing in society as the collapse in the quality of family purchases has been in the business world.

Emphasis upon the quantity of reading since the World War has produced a social degeneracy comparable to the economic degeneracy in the stock market.

There was no more discrimination in the quality of what one read than in the worth of stocks one bought.

The "best seller" in books or a magazine's circulation was the only measure of quality in reading, just as the increase in the flight of prices of stocks or bonds was the measure used by investors.

There was a "Ponzi" craze in the reading of books, magazines and papers just as bewitching as in the stock exchange. A man or woman, conservative to the limit, on Monday would buy a Ponzi stock at 11 o'clock that guaranteed a 50 per cent. dividend, or "your money back," would invest $50, and get his or her money back at 11.30, and invest $500 at 12 o'clock that same day.

The inflation of the quantity of reading created a crime wave that has made a demand for some organized effort to promote the standardizing of the quality of the reading in the family.

The cultural depression was almost as hopeless as the financial depression, until some master minds faced the emergency, and commanded the assistance of financiers who have faith that it will be possible to restore the quality of reading of books and magazines to a qualitative level.

The schools and the teachers must ultimately come to the rescue.

"Extended Education"

IT IS IMPORTANT that every one should discriminate between professional, vocational, clerical, modern and extended education. Higher education has no rank as public education now.

"Extended" education is the latest creation, is the product of the present industrial depression, is the joint creation of the Office of Education and the National Education Association.

Unemployment and over-taxation, the result of depression, produced an industrial condition for which there was no education.

"Higher" education was the last thing that the public needed or desired.

Vocational, professional and modern education would simply multiply the "unemployed," which was unthinkable.

"Extended" preparation for a better American education was seriously needed.

Prosperity had promoted the thriving and quickening of preparation for work, play and education. The depression created a condition which caused enforced idleness, which made "extended education" possible and feasible, and Federal and Professional leadership at once united in emphasizing the importance of "Extended Education."

"Extended education" will meet the "depression" both positively and negatively, immediately and permanently.

The Glory of the Heavens

WITHIN twenty-four months the astronomers have learned that "the heavens declare the glory of God" (Psalm xix: 1).

The earth is one of thirty thousand million (30,000,000,000) stars in this universe (Milky Way). There are now thirty million (30,000,000) *known universes.*

There are now known to be 900,000,000,000,000,000 stars in the heavens.

Five years ago no one in the world had ever known that there was more than one universe in the heavens.

The Psalmist knew many years ago that "the heavens declare the glory of God."

It is glorious to have lived since 1926.

Think of the famous men who would have been morons if Harlow Shapley of today had given them Intelligence Tests!

Romance in Rural Life

IT IS REFRESHING in these times when politicians think there are votes in magnifying real or imaginary ills in agriculture to have the State Teachers College of Aberdeen, South Dakota, offer a prize of fifty dollars for the promotion of its pageant, "A Panoramic Picturization of the Romance and Beauty of Rural Life."

Beverly Oden Skinner

DR. SKINNER, whom Governor George White of Ohio has appointed to succeed Dr. John L. Clifton as state director of education for a term of four years, has had an exceptional experience in preparation for this service.

Dr. Skinner has been president of Wilmington College for three years. For twelve years he was superintendent of schools of Marietta, Ohio, the seat of Marietta College, one of the oldest in the West. For nine years before he was superintendent in Athens, seat of another important college of Ohio, so that for a quarter of a century he has been closely identified with important city and academic education.

This appointment gives enthusiastic appreciation to all classes of school men in the state at a time when Ohio will profit like the rest of the world by a unifying, peaceful spirit.

Antioch College Record

OF THE various creations of higher institutions of learning of the decade now closing the most heroic has been Antioch College, Yellow Springs, Ohio.

Arthur E. Morgan, a famous personality in engineering science because of his success in re-creating the channel of a river to make Dayton safe from the ravages of floods, has established a scholastic institution more constructively defiant of academic tradition than any other experiment in modern education.

After ten years of demonstration Antioch College has been subjected to as searching an examination in scholastic attainment in all vital functioning as any group of standardized colleges has been subjected to.

In every vital attainment Antioch makes a satisfactory record in academic scholarship. The details of the examination should be sent for, addressing Antioch College, Yellow Springs, Ohio.

Sociological Science

DR. E. GEORGE PAYNE of New York University is representing the American Sociological Society, of which he is a life member, at the World Conference on Sociological Science. There is an extended series of conferences and league assemblies dealing with various phases of social science, some of which are internationally magnified for the first time.

There are twenty-one of the leading nations of the world represented. Dr. Payne is a director in one of the most important of these new study groups.

Belding's Page

Teach Steadiness

BUSINESS cycles and depressions have a right to affect education, for education has been at fault, somewhere and somehow, in not having smoothed the asperities of these economic phenomena. Economic laws are, after all, based upon human behavior. And human behavior is a concern and to some extent a responsibility of education.

The classic ideal of moderation in all things would, if applied by men and women generally, greatly soften the curves of business.

When times are good, people run wild with hope and confidence. They overreach themselves in their orgy of speculating and spending.

When times are bad, people get down in the dumps and drag other people down with them. There is no enthusiasm. The minute any one shows it, he encounters conditions that destroy it. Things go from bad to worse.

Mankind pays dearly, on the whole, for the tendency to rush to extremes. The World War was so violent and stupendous that it has been followed by violent and stupendous aftermaths. The nations obey their emotions and passions rather than their better judgments. And then things happen which afflict the righteous along with sinners.

Education may do its part not only in ascertaining fundamental and economic causes but in teaching steadiness.

Preserve Sincerity

FORMALISM is the danger which threatens and —eventually, perhaps—destroys every great movement.

The devotion and enthusiasm, the creative force, the ingenuity, the pioneering impulse, all gradually dwindle as the years pass, and in place of them emerge custom, imitation, rules, methods—the sounding brass and tinkling cymbals in place of the life-giving reality.

Education itself needs to be upon its guard constantly against this peril. Every advance and every improvement that is made, tends to become a fetish. School people either adopt it and worship it too long, or else they wait for some other object of veneration to catch their adoration.

Fortunately there is in this country still an immeasurable amount and variety of pioneering. Enthusiasm is always breaking out in fresh spots. The mainspring—the heart of education—continues to do its work. Tradition holds sway for a while—too long a while in many places—but ultimately is dethroned by the dynamic urge of progress.

Yet formalism creeps in at many points. Its deadening influence is at work in some pedagogical classrooms at this very season. Some teachers who are now going through the motions of "earning credits" in uninspiring "credit mills" will return to render hollow service as before.

It is just as vicious and futile for a teacher to work for credits only—or degrees only—as for pupils to care only for marks and ratings. On the other hand, wise instruction honestly received and assimilated by the teacher, may become—what may it not become in terms of young lives touched, illumined, guided?

The Under-Supply

THE over-supply of teachers will probably be fully as great this year as last. This should be of advantage to the schools by permitting more careful selection from among the many applicants.

Suppose every individual having responsibility for picking teachers and executives at this season were to base selection upon character, leadership and the "teaching gift"—call it, if you please, the power of presentation or of explanation. Whatever it be called, it is the ability to contact the mind of the pupil and to bring about the act of learning.

If teachers were to be chosen upon such grounds mainly—with what scholarship is implied in the ability to impart to others—and if all who failed to meet such standards were rejected—the younger generation of Americans would have cause for rejoicing, and the cause of education would be advanced appreciably.

Incidentally, of course, there is no over-supply of really desirable candidates for school positions. Years and courses of study are no guaranty of fitness. These things play their parts. But the man or the woman—the human personality with its natural and acquired capacities—is what counts.

Anson W. Belding

Associate Editor.

A Delaware Demonstration School

By N. J. BOND

Superintendent, Georgetown, Delaware

FORTUNATELY the principles of progressive education can be applied everywhere. No part of the country can claim better schools than any other part. Each school should be rated according to the extent of its adaptation of progressive methods. So the Delaware demonstration school can and does embrace those methods which research has approved. I do not know of any school which has been so thoroughly revolutionized in so short a time. How did this all come about and why?

My previous objection to the older school methods was that they usually failed. "Practice" in the ordinary school was not real practice. Emphasis on the multiplication tables never insured accuracy, and the same is true of spelling and penmanship. Conventional methods in high school are about as bad as they could be today, and they were no better when I was a high school student.

In 1929 I learned that a new kind of school was being planned for Delaware. Miss Langvick of the Bureau of Education, Washington, D.C., told me something about it. It was to be a private-public school with the very best that modern psychology should offer. All the methods had been adequately tested. It was not to be an experimental school in any sense of the word. It was to be a model which would provide demonstration lessons on a large scale to all the teachers of the state and other states. No one knew where it was to be located. No one knew the director. But my curiosity was aroused.

There is nothing new in demonstration lessons. Many a teacher has observed them at "teachers' meetings," normal schools, and conventions, and at classes in teachers' colleges. But the fact that a school undertook to conduct demonstration lessons as the regular procedure and according to the methods approved by research was very rare indeed, if not altogether new. Miss Langvick's off-hand announcement set me to wondering if a new era had not at last arrived in educational procedure.

Since I had accepted the superintendency of the Georgetown special district, I became more and more interested in the project, but nothing was very definitely organized when I arrived in Georgetown August, 1929.

Early in September of that year I met by chance Allan Hulsizer, who seemed to have many of the same educational ideals and policies which I had. He later told me of his plan for the demonstration school, and that he would be its director if it should be established.

Now the Georgetown school was a traditional one of very limited curriculum, and it seemed to me that a model school might do much good in enlarging and enriching the content of the elementary course of study. So I agreed to a policy of co-operation if Georgetown should be finally selected for the location of the proposed school. Georgetown had previously been considered and given up as a possible location. By Thanksgiving many special school districts and cities and the University of Delaware were pointing out reasons why the new school should be located in each of these places. Considerable rivalry resulted, for each wanted the distinction of housing the Delaware demonstration school, which was to be a joint project of the State Department of Public Instruction and of the Delaware Citizens Association.

Finally, about the first of the year (1930) the executive council decided to locate at Georgetown, and with the beginning of the second semester the director actually arrived in Georgetown, and the project was definitely launched.

The formal contract with the local Board of Education gives complete authority to the director. He has a committee consisting of several members, only one of whom is also a member of the local Board of Education. The other members are of the State Board of Public Instruction, and prominent Delawareans in professional and business life. The Demonstration School is composed of the pupils of the Georgetown public school of the first six grades and also a kindergarten. The school is housed in the same building as the Georgetown High School, which consists of six grades. Over the demonstration school the director has entire responsibility for all matters pertaining to routine administration, supervision, discipline, and in fact everything which has to do with school management.

I do not know of any finer example of complete co-operation of state, local, and federal authorities and of the citizens of this compact little state.

Harmony is the watchword, and a friendly spirit has been manifest between the faculties of

the two schools. The people who observe the school every day and the visitors from all parts of the state and neighboring ones speak in very warm terms of the school and seem to be pleased with the results.

It seems to me, however, too early to pass judgment on the new methods, so many of which are here illustrated. The school has been in operation only about a year, during part of which conditions were most impropitious. This was caused by discharging five elementary teachers who were not eligible for the new positions. They were all experienced teachers and had many sympathizers, and a considerable protest arose, but now conditions are more favorable for progressive development of the methods of the demonstration school.

The school building is very modern and is very well equipped. It shares the gymnasium and library with the high school, and conducts a splendid cafeteria for both schools. It has in addition the exclusive use of seventeen normal size classrooms. There are 324 pupils in the six grades and about twenty-five in a kindergarten about half of whom are transported from former country school districts now consolidated with the Georgetown special school district.

The school is supposed to be typical. This means that it could be reproduced anywhere. The procedures and methods are not to be "peculiar" or "extravagant," but practical.

The change in the whole school situation since I came is remarkable. That it should have come to backward Sussex county in such a short time without arousing public protest and indignation is more than I can understand. It probably shows that the community needed just such a revival. Certainly it is bringing education of a very excellent and progressive type to a community sorely in need of enlightenment.

It is not my purpose to describe the methods, means, and devices of the new school. They are all in progressive schools elsewhere. But they are not all in any school that I know of. The children are developing splendidly, and will be happy, efficient members of society, capable of carrying out what they begin. The school circus, the post office, the first demonstration school bank, the rhythmic plays, the auditorium programs, library activities, and organized physical education periods indicate something of the activities of the new curriculum. Drawing, music, manual arts are greatly emphasized and rest periods are provided for.

Time does not permit me to expose the methods of the older studies. The aim apparently is the complete socialization of the pupils within their own group as they advance from year to year. A great variety of activities are provided to do this, and it is not too much to say that the school is dominated by the spirit of inquiry as opposed to that of authority. Through the auditorium, library and other special activities such as the school paper almost everything the children learn is correlated. The reason for learning what they do is clear and conscious in their minds. Education and development are rapid—much more so than under the older procedure. The need of learning and doing is real.

The daily problems are present and the only true method of learning is the problem method. One question follows another and the whole process of solving them, one after another, produces the development and growth. In such a school of varied activities all within his realm and in which he is keenly interested, the child has a great advantage over a traditional school.

In conclusion, I wish to express my enthusiasm for this new type of school, and hope that it will be duplicated in many parts of the country, for it undoubtedly is the prototype of the school of the future. Progressive education is on a solid foundation and everything depends on our tact and ability to introduce it into common practice without arousing too much resentment in the minds of the people who traditionally oppose anything just because it is new, or seems new.

There is much to be seen and learned in the Georgetown school. Visitors will take back suggestions of great value for everyday use. All are cordially welcome to our school, located at the county seat, Georgetown, Delaware, on the Pennsylvania railroad.

If Education is to serve the individual (leaving the state, for the moment, out of the account) there is no virtue in low standards as a means of doing it. Vary curricula, but make them mean something; adjust requirements to interest and abilities, but let no one suppose that slip-shod, ineffective work is what the school expects or will approve; praise effort, but give no false impression of accomplishment.—Henry W. Holmes, Dean, Graduate School of Education, Harvard University.

A Course in Every-Day Problems

By A. HELEN ANDERSON

Supervisor of Publications, Denver, Colorado, Public Schools

JOHN and Mary Jones, prideful owners of the newest bungalow in town, were educated in a school system which, while preparing for college and culture, had demanded certain concessions to the more utilitarian aspects of education. John had taken a course in industrial arts during the same year in which he delved into the mysteries of sines and cosines. Mary had taken a course in home economics along with her struggle with French verbs.

And yet! Came a day when the newest bungalow was at sixes and sevens. The electric iron wouldn't work. Mary was sure a fuse had blown out, but what did one do about that? The hot water faucet leaked, and the furnace wouldn't draw. Mary could go over to mother's, but Johnnie, Jr., had a bad cold. Something was wrong with the mustard plaster she had put on little Johnnie's chest. It had done no good at all. Well, she would phone John to bring the meat for supper.

"And what sort of meat is this, John? I thought you'd get a flat-bone or a pin-bone steak."

"Gosh, what's the matter with that? It's beef, isn't it?"

"Yes, but it's as tough as soleleather. There's the phone! Hello, oh yes, dad. What! I'll be right over." Mary hung up the receiver. "John, mother's sprained her ankle, and I'm going right over."

"Say, Mary, I forgot. I'm going to that Citizens' Club banquet tonight. I've got only a minute to get into my tux."

"Well, you'll just have to press the suit yourself."

And the curtain falls on a tempest in the newest bungalow.

Electric fuses, faucet washers, mustard plasters, tough steak, unpressed tuxedos! Insignificant, irritating trifles, little nothings in themselves. Of what value as a school course? None. But gather them together and there is presented a list of everyday problems so long that a genuine course of study is required to provide the information necessary to cope with them. And back of all the seemingly little things may be found larger issues. Call the course "Problems in Everyday Living," or just "Common Knowledge," or "Common Sense."

The home economics and industrial arts teachers at East High School, Denver, under the direction of Kate W. Kinyon, director of home economics, Denver Public Schools, have chosen to call the course "Problems in Everyday Living."

Realizing that most girls are lacking in the ability to handle the dozens of mechanical tasks that continually confront them, that most boys are utterly helpless in the simplest domestic emergencies, and that people as a whole fail to distinguish between the tasks they should be able to do themselves and the situations which require the expert, these teachers organized a course devoted to the problems of everyday life and offered it as an elective to the boys and girls of the senior class. They were sanguine enough in their hopes to believe that, with a little advertising, a sufficient number of pupils (from twenty-five to thirty) would sign up for the course to give it a place on the school schedule.

The "little advertising" was done.

When numbers were counted, it was found that 180 pupils had elected the course. Enough for six sections! And if interest is any criterion, the course is proving as stimulating as a six, if not a seven-ring, circus.

The course is offered at only one period in the day. Six teachers are at work, each with a group of thirty, and each handling the special unit for which he is equipped. Each unit of work is given from twelve to thirteen recitations, at the end of which time classes and teachers change, pupils to start a new unit with a new teacher, and each teacher to begin the same unit over again with new pupils.

The six units are as follows:—

1. Foods—thirteen lessons.
2. Clothing and family life—thirteen lessons.
3. Woodwork—thirteen lessons.
4. Health—twelve lessons.
5. The house as a home—twelve lessons.
6. Applied economics (auto mechanics)—ten lessons.

The course in foods offers such everyday problems as the following: Planning of breakfast, luncheon, and dinner, preparation and serving of meals, and marketing for staples.

"We went to the meat-market," wrote one boy in his notebook, "and the butcher showed us all the different cuts of meat. This is very useful knowledge, because most men buy meat."

The work in clothing includes a study of the

principles of clothing selection for high school boys and girls. Needs, suitability, durability, style, workmanship, cost, repair, and care of clothing are considered. "We had an interesting talk by a man from one of the stores," writes Frank in his notebook. "He told us how to choose our clothes —and a tailor came out to show us how to press our pants."

Clothing is followed by a study of family life. Standards of living, responsibility, ideals, social relationships, culture, etiquette, and entertaining are all given attention. The budget is not neglected. And to give the pupil some conception of his responsibility to the race as a whole, questions of heredity and environment are given a place in this unit.

The unit on woodwork is an intensely practical one. Little room for theorizing is permitted here. Saws, planes, chisels, hammers, and screwdrivers—such matter-of-fact considerations bring the pupil to the ground with vigor. A study of woods and their properties follows, and no pupil finishing this unit is likely to mistake a pine floor for an oak one. And every girl who has been thus initiated to the mysteries of nails, screws, glues, and sand paper should be able to make at least a simple repair on a screen door.

The health unit offers a quick transition from the repair of a chair with a wobbly leg to the techniques of the mustard plaster. Here the use of the clinical thermometer and methods of taking pulse and respiration rates emphasize the practical nature of the work. Health, hygiene, and food selection are larger topics considered, while such specific questions as pasteurization of milk, the city water supply, proper use of medicines, and principles of disease control give immediately useful knowledge. Mental health is by no means the least important part of the unit.

The unit, "The House as a Home," includes a study of costs, localities, heat, light, ventilation, architecture, and sanitation.

Applied economics is the term used to describe the course in auto mechanics. Here girls as well as boys learn the fundamental parts of the automobile, what constitutes good driving, and how to make the minor repairs that must be a part of the life of the motorist who ventures to drive beyond the city limits. Not the least interesting part of the unit is the study of traffic ordinances and regulations and the driver's responsibility in regard to them.

Trivial things all of these. This had been said before, but when brought together under the common heading of "Problems of Everyday Living" they define a field of common sense and general information without which the individual may be utterly helpless in an emergency, regardless of diploma or Ph.D. degree.

Surely all the Johns and Marys in their new bungalows would find everyday living much simpler if they could bring to everyday emergencies the broad knowledge that recognizes the big problem as such and handles the little problem with the easy dispatch that should be accorded it. On such recognitions successful living must always depend.

History's Changing Emphasis

By CHARLES WILLIAM HEATHCOTE

Department of Social Studies, State Teachers College, West Chester, Pennsylvania

AMONG the interesting changes which have come in the curricular studies is the writing of history and the method of teaching it. Formerly the textbooks treated the military affairs in a multitude of details. Unusual minute points were added and consequently the perspective of other important contributing factors was crowded out. Very little consideration was given to the economic, social and other cultural phases. The political plans were set forth in isolated relations without realizing that they were outgrowths of or closely related to other contributing factors. Political programs are not detached but linked very closely to the life history of peoples. For example, many texts included various problems within the experience of Presidential administrations, as if these problems were the outstanding conditions of a particular administration, but in reality they were continuous and the administration solved them or aided in solving them, and then they were passed on to a succeeding administration. Under these conditions pupils learned to dislike history instead of being fond of it. However, history texts are much more interestingly written and organized than formerly. Several reasons may be ascribed for these changes.

In the first place there came to be a growing realization that there was a need of examining

more carefully primary source documents, such as diaries, letters, reports; many other forms of source material revealed many views which the historian came to realize were to be thoroughly examined if history was to be definitely and accurately recorded. Hence much material was brought to light and found its way into separate and distinctive volumes. It is interesting to note the large number of documents which have been published in separate volumes during the last few years, such as diaries, private letters, etc. Furthermore source documents in parts or the whole have come from the press as companion volumes to texts which aid the student in understanding and interpreting the textual narrative. These books are very important in helping the reader to visualize the continuity of history. For example, the financial problems of our own nation, which are baffling at any time, are more readily understood when they are set forth in topical discussion.

The study of documents has resulted in the publication of large numbers of special monographs, texts and books. For example we have had published within recent years specialized studies in the economic, social, religious and political problems peculiar to our own history. These research works are multiplying and the field of history is thereby very largely enriched. This plan is making the field of historical work more scientific, which, of course, it ought to be. Things just do not happen in history; there are reasons for them. Hence these causes must be sought for, and sometimes very unpleasant results are found which change previous views and theories. Preconceived theories and opinions have no place in history, but the casual and resultant conditions of history must be scientifically understood and interpreted as they are found.

Archæological investigations are aiding to bring about clearer understanding and interpretation of history. The recent extensive explorations in Egypt, Palestine and other parts of the world have resulted in bringing to light many new things about these early civilizations. When more data is to be had, without a doubt, much of the history of these early peoples will be rewritten. There is a romance in achievements of these expeditions which stirs the mind and soul to desire to understand more accurately the throbbing life of these old nations. Through the results which have been achieved by these explorations we are beginning to see how outstanding and important are some of the contributions which these civilizations have given to ours. In many of their products we have found them superior to our own.

Another cause which has helped to bring about changes in the writing of history has been the study of the leaders who have helped mould opinion and shape destinies. During the last few years large numbers of interesting biographies have appeared, some of which are carefully written and scientifically organized. On the other hand a number of writers have endeavored to produce biographical studies wherein they have determined to "debunk" much of the life story of many of these leaders. Though they have, perhaps, proved to their own satisfaction that they have accomplished their purpose nevertheless their "debunking" has consisted mostly in superficially drawn conclusions and artificially created theories. Superficial statements and negative criticisms do not constitute scientifically organized history. Eulogy and verbose statements do not produce historical truth, but if there is to be a choice of such material then many of the older types of biographical studies constitute better literary productions than these "debunking" biographies of recent years. Those biographies which are written in terms of careful organization, investigation and constructive criticism are the ones which aid in the study and solution of many difficult historical problems.

In the teaching of history many changes have also been accomplished. Formerly many teachers assigned so many pages constituting a lesson and the pupil was expected to recite literally the words of the author. In this method there was little or no opportunity for discussion or incentive for a pupil to look up additional material. Then, too, the lecture method was used in the higher schools and colleges. In the earlier years there was more justification for lectures than now, because the library facilities were limited and the teacher who had done much extra work in study and research was the only one who could furnish this extra material.

Within recent times newer methods of procedure have been developed. Though many of these methods may not be pedagogically sound, or are mere mechanical devices, nevertheless there are many methods which are stimulating and worthwhile. Such methods as the socialized recitation and the problem solving plans make history live for the pupil. Under these conditions teacher and students co-operate and work together. There are opportunities for discussion, research, development of initiative and for the student to find out directly many things for himself. The textbook is used, but only as a base upon which to build the work for the laboratory period. The teacher is the master, and not the text, but the pupils co-operate with the teacher in accomplishing the results by means of text, library and other spheres of research. The activity, interest, appreciation and inspiration of the pupil are continually manifested. This method brings joy and pleasure to teacher and pupil alike.

Some Notes on Spelling

By A. W. BURR

Beloit College

GOOD spelling gives one no special credit, but poor spelling is a disgrace.

We spell by the picture of the word that comes as we want to write it. A Kentucky mountain boy spelled his words orally backwards because he had the habit of beginning with the last letter of the picture.

We spell by habit, by the picture that comes by habit. If it is *shugar* and *untill* at first, we keep on that way until that picture is changed. Most poor spellers do not misspell a word one way at one time and another way the next time.

Spelling-book lists of words and much oral spelling are hard, poor ways to good spelling. The words have no associated words and no differences in sound to reveal which will be the right picture to use, e.g., sole, soul, pour and pore, sore and soar, sugar, shoe.

Good spellers, if they have not become so by the hard way, and few do, are those who have the habit of noticing the spelling of words as they read. "The soul of the shoe" would bring them up with the shock of an emergency brake. The person who asks you, "How do you spell it," as you use a new word, can spell.

Spelling.

The change from a poor to a correct speller is made by giving *the habit* of *noticing the spelling as one reads,* rather than by much correction of misspelling. The less one sees of misspellings the better. Correction may in time help with one word. Noticing gives one all words, *gives the same word many times.* The spelling book gives the word picture but once.

Spelling Right First.

How shall the child get the right picture of the words he wants to write before he makes and fixes the wrong ones? The children in our schools are put to writing far too early, before they can handle pen or pencil effectively, and both their handwriting and their spelling are spoiled. The other day one city had decided to have the children taught to hand print first, the effect of early writing was so bad for them. What is the use, unless the teacher must have something from the child to correct and mark? Why put the little hands to such cramping and torture, and sometimes their tongues?

How shall the child get right pictures before he writes? By his forming the habit of noticing the spelling of the words he reads, the words of the printed page. In the Second Reader stage he may be asked to mark and study five words of his review lesson that he wants to learn to spell. The next day the teacher takes by chance three to five books and asks each one to stand and spell orally his marked words as the teacher pronounces them. The teacher also comments on the child's choice of words and commends his spelling of them. The selection of the spellers by chance and the publicity of the spelling will keep a class of thirty up to their list each day. After a month or so, change off to elementary punctuation for a couple of weeks, having the class *find from the printed page* what periods do and when to use them. There are only two uses, to *stop,* and for *a part of a word, Mr., Gov.* Then *find what capital letters do.* There are but five uses, all within the grasp of the child, if the words "proper" and "abbreviation" are left out. A "proper noun" is only the *name of one.* After that go back to spelling for a month. Both spelling and punctuation requirements may be omitted for a month, if the teacher calls attention sometimes to spelling and punctuation in the child's lessons.

All this need take but five or ten minutes daily, and by the time the class is ready to begin to write in the third or fourth grade the children will have taken from the printed page the form of words and of composition. The long process of learning by much correction is blocked at the start.

Third and Fourth Grade Spelling

In the third and fourth grades, after the child writes easily, he may write daily in a two-column notebook five words written twice that he takes from assigned pages of his reader or other studies. If several selected by chance pass up their books and each spells orally the written words as the teacher pronounces them, the effect will be the same as with the second grade children. After a week six words, and then seven words may be called for, or even ten.

Tests Necessary.

At the end of a month a test on twenty-five words selected by the teacher from the written words or from the pages of the book may be given. If several miss no words or but one or two, they may be excused from further work until the first of the next semester as having the habit of observing spelling, but may be asked, in turn two at a time, to check up the spelling books once a week or so of those who continue to spell. Members of the class may be asked to bring in

occupational words in turn for a month, kitchen, carpentry, masonry, farm, etc. There may be alternations with punctuation, ways of study, word picturing.

A fine variation in the upper grades is a word and a properly associated word, e.g. ripe *melons,* young *heir.*

Good spelling may thus be almost a certain result of third and fourth grade work, and with how little worry of teacher and pupil.

The personal differences in the observation of the letters as one reads may be shown by flashing in turn before the class the following sentences and asking after each one who noticed anything wrong:—

1. My soar foot pained me all night.
2. That was just a plane blunder of mine.
3. I canot bear the expence. It will be to great.
4. It was a piece of mere nonsense.
5. I would not be dependent on my friend.
6. We must all hang together, or we shall all hang seperately.
7. She swooned and fell pale as a sheet.

The Second Reader children should be told that they are learning to spell to help them to know words more quickly and surely, as they read, and to get ready to write some day, that they learn what the marks do on a page to help them to make their reading like talking, to give printed words the pauses and tones of voice that make spoken words better understood. This should be dwelt upon and illustrated in both Second and Third Reader work. It is the immediate values that count with the child. Learning has been made a bore by motivating it too much with far-off values.

All that the child needs to know is on the printed page of his daily lesson. Teaching the child the script use of his native tongue is to help him to see all the ways of the printed pages, not a part, and to *follow them by habit as he needs them.*

One Hundred Homophones

All, awl; bin, been; bite, bight; by, bye, buy; ceil, seal; cite, site, sight; dough, do a note, doe; earn, urn; faint, feint; gate, gait; groan, grown; hear, here; high, hie; him, hymn; I, eye; isle, aisle; mite, might; hire, higher; liar, lyre; nave, knave; knead, need; knows, nose; one, won; O, owe, oh; so, sew; ho, hoe; nay, neigh; no, know; peak, peek, pique; peer, pier; quale, quail; quire, choir; rain, rein, reign; raze, raise; rice, rise; rough, ruff; soar, sore; slight, sleight; tare, tear; wave, waive; wait, weight; waste, waist; write, wright, rite, right; wrote, rote; you, yew, ewe.

City Superintendents of Rhode Island

***E.** Year Elected; **P.** Promoted; **F.** Place from Which Elected; **S.** Present Salary*

Barrington—Charles H. Keyes
E. 1919. F. Millbury, Mass. S. $4,400.

Bristol—E. S. Mapes
E. 1930. P., S. $3,800.

Burrillville—Joseph C. Sweeney
E. 1910. P., S. $3,300.

Central Falls—James E. Martin
E. 1931. P., S. $3,600.

Coventry—Richard E. E. Campbell
E. 1929. S. $3,000.

Cranston—John K. Fenner
E. 1917. P., S. $5,000.

Cumberland—Emma M. Canfield
E. 1929. P., S. $3,400.

East Greenwich—Albert A. Thornton
E. 1929. F. Pennsylvania.

East Providence—James R. D. Oldham
E. 1911. F. Sandwich, Mass. S. $4,400.

Johnson—T. H. DeCoudres
E. 1930.

Lincoln—John L. Smith
E. 1917. F. Waterbury, Ct. S. $3,600.

Newport—Herbert Warren Lull
E. 1900. F. Quincy, Mass. S. $5,000.

North Kingstown—Hiram A. Davis
E. 1930. P., S. $2,900.

North Providence—Harold T. Lowe
E. 1926. F. Charlestown, R.I. S. $3,900.

North Smithfield—Phoebe S. Hendrick
E. 1929. P., S. $2,300.

Pawtucket—William A. Newell
E. 1922. P., S. $5,000.

Portsmouth—Roland H. Chatterton
E. 1927. F. Jamestown. S. $2,800.

Providence—A. J. Stoddard
E. 1929. F. Schenectady. S. $11,000.

Scituate—E. P. Colson

Smithfield—C. W. Mitchell
E. 1918. F. Amherst, Mass. S. $3,650.

South Kingstown—E. K. Wilcox
E. 1927. P., S. $3,200.

Tiverton—Lewis M. Wager
E. 1919. F. Walpole. S. $3,220.

Warren—Leroy G. Staples
E. 1910. F. Burrillville. S. $3,800.

Warwick—Warren A. Sherman
E. 1930. F. Providence. S. $4,800.

Westerly—Willard H. Bacon
E. 1913. P., S. $5,400.

West Warwick—John F. Deering
E. 1913. P., S. $3,500.

Woonsocket—James F. Rockett
E. 1925. P., S. $5,000.

Sheldon Adjusto-Posture Classroom Chair-Tables

The Adjusto-Posture Chair-Table illustrated at the right combines all the features which are required for true efficiency in seating equipment. May be had with adjustable top for art students. Has stable writing top for ordinary use and scientifically designed seating for health and efficiency.

Variations of this table have been developed to meet the needs of other departments. Made in sizes to accommodate students from kindergarten through high school.

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City Superintendents of Vermont

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Barre—Carroll H. White
E. 1914. P., S. $4,000.

Barre(town)—H. V. Wheelock

Barton—Frank R. Adams
E. 1923. S. $2,800.

Bennington—D. W. McClelland
E. 1921. P., S. $4,200.

Brattleboro—Florence M. Wellman

Burlington—Lyman C. Hunt
E. 1922. F. Barre, Vt. S. $5,000.

Fair Haven—Mrs. Sarah T. Leavenworth
E. 1927. P., S. $2,500.

Hardwick—J. Newton Perrin
E. 1930. F. Greensboro.

Hartford—Anna L. Thomas
E. 1928. S. $2,750.

Lyndon—Martin E. Daniels
E. 1907. P., S. $2,800.

Middlebury—T. L. Butterfield
E. 1926. S. $3,400.

Montpelier—W. A. Kincaid
E. 1930. F. New York. S. $4,000.

Morristown—Natt B. Burbank
E. 1930. F. Burlington. S. $2,700.

Newport—E. A. Hamilton

Northfield—C. P. McKnight

Poultney—Frederick W. Wallace
E. 1924. F. Franklin. S. $3,800.

Proctor—Clarence L. Joy
E. 1916. F. Hartford. S. $3,500.

Randolph—Garfield Jamieson
E. 1925. F. Ludlow.

Richford—Edwin F. Greene
E. 1909. P., S. $3,350.

Rockingham—F. M. Malcolm
E. 1927. F. Shelburne.

Rutland—W. W. Fairchild
E. 1921. F. Glens Falls, N.Y. S. $5,000.

St. Albans—Josiah S. McCann

St. Johnsbury—S. C. Harding
E. 1923. F. Concord. S. $4,000.

Springfield—Ernest G. Ham
E. 1925. F. Rutland. S. $3,800.

Swanton—L. W. Thomas
E. 1930. P., S. $2,750.

Waterbury—Merle H. Willis
E. 1921. P., S. $3,000.

West Rutland—Francis M. Hinchey

Windsor—Edward K. Boak
E. 1920. P., S. $3,800.

Winooski—George R. Stackpole
E. 1922. P., S. $3,500.

The BOOK TABLE

CORRECT ENGLISH. Second Course. By William M. Tanner. Cloth. 588 pages. Ginn and Company.

A book comparable to this could not have been published five years ago. It will help the teaching of English by any teacher in any school to have a supplementary textbook like this available by the students.

Teaching English demands as close a trail of progress as of science. geography or gardening.

Conversation can be as ineffective as a girl who is out of style in the vital factor in her personal appearance.

There is nothing in life today that is more exacting than up-to-dateness in education in learning English.

Tanner's second course in "Correct English" should be familiarly known to every one who has occasion to think that he knows the modern teaching of English.

CULTURAL EDUCATION AND COMMON SENSE. By David Snedden, Columbia University. Cloth. 324 pages. New York: The Macmillan Company.

Dr. Snedden is as important a personality in education as any professionalist of today, and it has been especially interesting to have seen the creation of that personality as I have been privileged to see it in the last third of a century.

There is no one in the leadership of thought in education today who has a clearer trail, philosophically, from rural school teaching forty years ago in California to the headship of one of the forceful philosophies of education in Columbia University than has David Snedden.

He has done his own thinking from boyhood. He has weighed, measured and estimated every problem that social, civic and religious life has presented. He has either solved it or has known why he could not solve it.

He has never accepted completely the philosophy of any institution or official authority that he has served, neither has he been disloyal. He has simply said how and why he differed with the prevailing opinion.

"Cultural Education and Common Sense" is the best thought-out presentation of the vexatious problems of today that we have seen. It will probably satisfy no one completely. It is not written to satisfy any one but David Snedden. There is no question but that he has given his best thought to each of the hundreds of problems that he treats honestly and fearlessly in this remarkable study.

We have enjoyed this book thoroughly, and commend it as a masterful consideration of American education and its relation to world civilization.

MODERN, PRACTICAL MATHEMATICS. Ninth Grade. By Bruce M. Watson and J. Whitney Colliton. Cloth. 410 pages. Boston, New York, Chicago, Atlanta, San Francisco, Dallas: D. C. Heath and Company.

While the teaching of algebra is not as universal as it once was it must be better taught than it used to be in order to be studied by any ninth-grade student. It must be so taught that it is worth while for a student to learn it.

Dr. Bruce M. Watson has ardent faith in the worthwhileness of learning algebra, but he has no patience with the teaching of this subject or any other just because it used to be taught. Dr. Watson was nationally famous as a teacher of mathematics, especially of algebra, and he has written textbooks that have been of inestimable service in school use in every section of America, and in this book he and Mr. Colliton have created a textbook, useful in the complex industrial and academic life of today, that meets the requirements of this day with no waste of time and no senseless worship of tradition.

I have known all of Dr. Watson's texts on mathematics from Syracuse and Spokane to Philadelphia, and they have been a trail of eminently successful modernization, always bringing to the new demand the vigor and spirit of mathematical culture, and this book has all of the same characteristics of the enterprise with which Post and Gatty reduced Lindbergh's Atlantic time.

WRITING AND THINKING. A Handbook of Composition and Review. By Norman Forrester, State University of Iowa, and J. M. Steadman, Junior of Emery University. Book One. A Handbook of Composition. Cloth. 448 pages. Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

This is something entirely new as an aid to correct, attractive, forceful writing. It is a remarkable grouping of indispensable information as to what not to think as well as what not to say or write in order to influence others by the personality of one's thinking.

It is even more beneficial as a chain of suggestions as to what to think and how to write what one thinks correctly and interestingly in order to have it influential and one's reputation for culture established.

It is as masterful in presentation as it is scientific professionally. In every way it is a universally valuable book for youth and adults in school and home.

WHAT PEOPLE WANT TO READ ABOUT. A Study of Group Interests and a Survey of Problems in Adult Reading. By Douglas Waples, University of Chicago, and Ralph W. Tyler, Ohio State University. Cloth. 312 pages. American Library Association and University of Chicago Press.

This volume contains a report of the first two years' work on a study to find out what adults want to read. The necessary funds were provided by the Carnegie Corporation at the instance of the American Association for Adult Education and the American Library Association through their joint Committee on the Reading Interests and Habits of Adults. Some additional funds were later supplied by the Graduate Library School of the University of Chicago, by the American Historical Association's Commission on the teaching of the social studies, and by the National Survey of the Education of Teachers.

The problem for which the first grant was made consisted in developing methods whereby the reading interests of various adult groups might be reliably determined. In addition, the methods have been applied to more than one hundred groups of adults, and the results have been studied in connection with several important problems of adult reading.

The plan is to continue the sampling of the literate adult population in this country, and to publish the results.

SECOND DIGEST OF INVESTIGATIONS IN THE TEACHING OF SCIENCE. By Francis D. Curtis, Ph. D., University of Michigan. Philadelphia: P. Blakiston's Son and Company, Inc.

This is an important publication, but its importance depends upon the series of Textbooks in Science, of which this is only one, the second in a series of "Investigations," and whoever is interested should write to Dr. Francis D. Curtis, of the University of Michigan, for information about the "First Digest" and later issues.

EDUCATION IN ACTION

Declares School Pay Withstands Slump

Retiring President Sutton Points to the Fact That Many Teachers Have Willingly Helped Hard-Hit Communities

"Eighty per cent. of the public schools of this country have made no cuts in teachers' salaries, despite the exigencies of the financial depression," Willis A. Sutton, superintendent of schools of Atlanta and president of the National Education Association, said on the eve of that organization's recent annual convention at Los Angeles.

"Moreover, many boards of education have assured us that, unless the economic pressure becomes so great that funds absolutely cannot be provided, they will maintain salary standards next year.

"This gratifying result is due in no small measure to the co-operation of the teachers themselves. In many hard-hit communities they are taking over clerical work and other duties outside their regular schedule.

"In others, by a more exact grouping of children according to mental ability, they are successfully teaching augmented classes, for it has been found that it is as easy to handle forty-five children of about the same intelligence in a class as it is twenty-five of widely varying capacities.

"Therefore, although we still have nearly a quarter of a million qualified teachers with no jobs or only part-time jobs, we cannot but feel gratified that education standards throughout the country as a whole are being at least maintained."

Commenting on the important problem of rural education, Mr. Sutton asked: "How can America expect in the next hundred years to maintain a democracy when half of her children have less than fifty per cent. of the money spent on them that is lavished on the other half?

"It is too little recognized that, although more than half our people now live in cities, the majority of the children still live in the country. This is, of course, simply a reaction of economic law. In the country children are a financial asset, in the city they are a liability.

"Yet how can we justly hold children to the same social standards, the same standards of citizenship, and in courts of law, when the city child, the son of the professional or business man, has a palatial school, a college graduate for a teacher, and all the advantages of libraries, art galleries and concerts, while the country child, the son of the farmer, goes to school in a shack, has a teacher who may not even have been to high school, and has no library or other cultural opportunities?

"The remedy, as I see it, is for the state as a state to do more for the rural child."

Winnipeg Planning Vocational School

Plans are under consideration for the establishment of a large vocational school or institute in Winnipeg, Man. Those who are interested in the movement have received encouragement by the announcement from Ottawa that the Dominion Government is planning to renew the grants for technical education. Under a former plan, in which the Canadian Government made money available for technical education, Manitoba had not taken up anywhere near its total allotment, but in the future, it is expected, the Province will take full advantage of the grant.

Compulsory Physical Education for Baylor

Compulsory physical education for men students at Baylor University, Waco, Texas, will be inaugurated in the fall of 1931, according to unanimous action of the faculty. The physical education will be of the "play" type, rather than routine gymnasium exercises. Instruction will be given by Coach Morley Jennings and his assistants. The faculty has amended the present rule concerning fine arts and physical education, the amendment providing that a maximum of three majors in applied music and physical education may be counted toward a degree, provided that not more than two majors be offered in either department.

Canada Cuts Bill For School Drilling

The lone woman member, Miss Agnes Macphail, registered her annual patient protest against cadet training in the public schools of Canada, when the estimates of the Department of National Defence came before Parliament in Ottawa. While the annual grant for cadet services was cut from $50,000 to $40,000, the Minister of National Defence, D. M. Sutherland, stated that he regretted such a cut, and hoped that it would be for one year only. This led Miss Macphail to say that she "hoped that as Britain had practically dispensed with cadets Canada would profit by the example." Angus MacInnin, labor member for South Vancouver, agreed with Miss Macphail, declaring that "we will keep at it until something is done," and "we have a large body of thoughtful people behind us." The item was passed against seven protestants.

Fewer Students Looking for Jobs

One thousand fewer graduates of high schools in New York City applied for job placement in June, 1931, than in the same month a year ago, because of the students' realization of the employment situation, Charles M. Smith, director of vocational investigation, guidance and placement for the public schools, said recently. The placement offices maintained by this bureau in sixteen of the forty-one high schools received applications from more than 3,000 boys and girls this term, against more than 4,000 a year ago. Mr. Smith said that only one in five of those who applied would get a job this summer. Many boys and girls who, in better times, would be working, have remained in school, he added.

Illiteracy Ratio Fell In Jersey in Decade

The number of illiterates ten years of age and over throughout New Jersey, on April 1, 1930, was placed by the Census Bureau at 128,023, or 3.8 per cent. of the total population of such ages. This was an increase of 362 in the number of illiterates recorded in 1920, but a decrease in their proportion to the total population, the 1920 figure being placed at 5.1 per cent.

Larger School Board Advocated

Enlargement of the Boston School Committee from five to nine members, the abolition of the board of superintendents and the department of school buildings, and a survey of the city school situation before further money is spent on new buildings, are among the recommendations made in the Boston Finance Commission's report to Mayor James M. Curley, on the administrative methods of the school committee. In urging the enlarged school committee, the commission declared that under the present membership, two members can and do control

the decision of the committee on major departmental problems. The commission suggested a two-thirds vote on all appropriation orders in a nine-member committee, as a means of diminishing the minority power. The finance commission, in recommending the abolition of the department of school buildings, declared that the responsibility should be placed on the school committee, which appropriates the necessary funds. Other recommendations in the report included re-organization of school departments, establishment of the platoon system in all schools, reduction of vocational costs, confinement of military drill to the three upper high school classes, and the rescinding of the vote which excludes non-residents of Boston from the Boston teaching forces.

Big Business In Lunchrooms

The total receipts of the lunch rooms in New York City's forty-one high schools, for the school term ending in January, 1931, were $1,023,598, it was announced by Dr. Harold G. Campbell, associate superintendent of schools, in charge of high schools. The figures were taken from a statistical analysis and official summary of the general organization of the high schools of the city. The total assets of the general organizations, which function separately in each school and have charge of all student activities as well as the lunch rooms, amounted to almost $1,000,000, with the liabilities only $158,505. The combined capital of the organizations was put at $804,470, while the cash on hand totaled $370,298. The high school lunch rooms showed a net profit of less than four per cent. in thirty-six schools, according to Dr. Campbell's figures, and a net loss of three per cent. in four schools for the term.

Intellectual Snobbery Deplored by Clergyman

The Rev. Frederick K. Stamm, of Brooklyn, N. Y., said in a recent sermon that the world has more intellectual snobbery than any other kind. The first thing that any common-sense man or woman should realize is that any man, no matter how mediocre, has the right to compete for the things of the mind and the spirit, he contended. "Instead of lifting up his head with pride, the intellectual should humble himself," Mr. Stamm asserted. "I have the greatest admiration for the engineer who throws bridges across great rivers; in fact I admire intelligence in any direction. But the mere fact that he is intelligent gives no man the right to lord it over his fellows."

Educational Level Is Put At Seventh Grade

America, after half a century of what is acclaimed as surprisingly rapid progress in education, has attained the status of a nation of seventh-graders. Such is the estimate made by William L. Wrinkle, principal of the Colorado State Teachers College High School, based on the first results of the National Survey of Secondary Education being conducted by the United States Office of Education. His statement was made in a paper prepared for the Regional Conference on Secondary Education held at Greeley, Colorado. "Fifty years ago we were a nation of third-graders," he said. "That is, a general spread of educational experience would have placed the level at third-grade school achievement. Today this general level has moved up to the point of seventh-grade experience."

Boy Graduates From Hospital

William J. Keenan, fourteen years old, who never has seen the inside of a schoolroom, never ducked a flying paper wad, or scribbled caricatures of his teachers upon the blackboard, was graduated from P. S. 105, the unusual little school in Neponsit Beach Hospital for Children, at Neponsit Beach, Queens, N. Y. In one of the strangest commencement exercises ever held, Bill Keenan, for eleven years confined to the institution as a sufferer from tuberculosis of the spine and the right shoulder, became the first graduate of the school, the only child ever to complete his elementary education in the hospital. Now he has been pronounced cured, and in September he will be released from the hospital, to enter James Madison High School in Brooklyn. He will specialize in chemistry, and some day hopes to become a druggist.

Teachers' Unions Discussed in Chicago

The right of teachers to form unions was discussed in Chicago by the Executive Council of the American Federation of Teachers at a conference on educational problems held as a preliminary to the organization's recent annual convention. Matters discussed included also the "dangers" of curtailing school expenditures, and of whittling down the teachers' salaries to finance school buildings construction. W. D. Satterwaite, of Seattle, Wash., opposed the "yellow dog" contract, which would deny teachers the right to unionize. He said that efforts to foist this contract upon members of the profession should be combatted by the force of public opinion. John Frey, representative of the American Federation of Labor, with which the Federation of Teachers is affiliated, said the federation would "put its full strength behind the efforts of teachers to maintain their professional organizations in affiliation with organized labor, and will fight all efforts to curtail educational appropriations."

Oregon to Teach Economics of State

A course in economic geography, to teach high school students facts about their own state, has been adopted for use in Portland high schools by the board of school directors. It will become a part of the Portland curriculum in the fall term opening in September. Educators and business leaders have worked together in preparing the new course, and it is the belief of its sponsors that the course will inform high school students concerning the problems which the state is attempting to solve. Expense incident to the preparation of the course has been cared for by public-spirited citizens.

Texas Blind Youth Plans College Career

Although totally blind since he was three, Darrell Webb, twenty, of Wichita Falls, Texas, is scheming to see if he could not enter the University of Texas in the fall. He was recently graduated as an honor student from the high school at Amarillo. His mother says it will be impossible for him to go to the university this fall, but is as confident as he that a way will be found ultimately for him to go, and for him to complete the law studies on which he has set his heart. Webb made his

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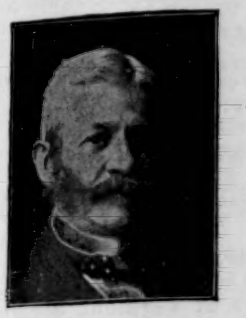

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way through Amarillo High School by carrying a portable typewriter with him to class, and by getting his chum to read his assignments to him.

Propaganda Revealed In Country's Schools

Evidence showing the extent of distribution of electricity and gas propaganda material to schools and newspapers in various parts of the country was introduced recently in the Federal Trade Commission's public utility inquiry. A chart showing that in 1927 in Ohio 136,000 "electricity and gas pamphlets" were distributed to schools, was introduced by William T. Chantland, assistant to the chief counsel in charge of the investigation. Illinois and New York were next in line with 125,000 and 114,195, respectively, for the same year. The total for New England, exclusive of Connecticut, was 165,000. The New York State distribution was said to have covered 490 schools in the year 1927.

Spain Opens Drive To End Illiteracy

The Republican Government of Spain took what was described as the first step to free Spain of illiteracy, when plans were announced recently for expending 2,300,000 pesetas (about $230,000), to construct secondary schools in various towns. The funds will become available immediately under plans of Marcelino Domingo, Minister of Public Instruction, to increase educational facilities in the country.

Schools Have 119 Gardens

Thirty teachers have been assigned to take care of 119 school gardens throughout New York City beginning July 1, and continuing until the fall term begins. Van Evrie Kilpatrick, director of nature-garden work in the public schools, said that this was the largest number of school gardens the city ever had. Mr. Kilpatrick said about 4,000 children were organized into garden clubs, there being one club for each school garden. The teachers, who are selected for their knowledge of gardening and receive extra pay for their summer work, conduct the club meetings for two-hour periods two to five times a week.

Pupil Traveled 54 Miles a Day

Marcia Campbell, eighteen-year-old Ben Hill, Ga., girl, wanted to go to Fulton High School, Atlanta, and for four long years she did so, living in Ben Hill, but commuting a total of fifty-four miles every day. Not once during those four years was she absent or tardy, and when she was graduated this spring her friends figured up she had traveled a total of 56,160 miles for a high school education.

Ex-Drug Addicts Lead In Intelligence Tests

Former drug addicts in Federal prisons show a higher average of intelligence than non-addict prisoners, says Surgeon General Hugh S. Cumming, of the Public Health Service. Among Federal prisoners who had been drug addicts, thirty in every 100 were found above the average in intelligence, as compared with eighteen in every 100 not addicted to drugs. One in every ten addict prisoners was mentally defective, while the proportion for non-addicts was one in six.

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GRINS BETWEEN GRINDS

Two Can Play That Game

Tourist (to boastful Californian, as they rode along)—"What splendid looking grapefruit."

"Oh, those lemons. They're a little small this season."

"What magnificent homes!"

"Mere huts," said the native. "You should see some of our nice residences."

"And what are those enormous blossoms in the field yonder?"

"Just a patch of dandelions," answered the Californian modestly. "I must show you some real flowers."

Presently the train reached the Sacramento river. "Ah," said the tourist, having grasped the idea, "evidently some one's radiator has been leaking." —Boston Transcript.

Carried It Too Far

The young wife was heartbroken.

"What's the matter?" asked a friend.

"Oh, my husband is so absent-minded. After breakfast he left a tip on the table, and when I handed him his hat and coat he gave me another tip."

"Well, that's nothing to worry about. Just force of habit."

"That's what worries me. He kissed me, too, when I gave him his coat and hat."—Stray Stories.

A Good Sport

Mistress: "Now, Matilda, I want you to show us what you can do tonight. We have a few very special friends coming out for a musical evening."

Maid: "Well, mum, I ain't done no singin' for years, but if you insists upon it, you can put me down for 'The Holy City.'"

Hope Realized

"Have any of your childhood hopes been realized?"

"Yes. When mother used to pull my hair I wished that I didn't have any."

No Need to Worry

First Guest—"I'm sure I don't know why they call this hotel the 'Palms,' do you? I've never seen a palm anywhere near the place."

Second Guest—"You'll see them before you go. It's a pleasant little surprise the whole staff keeps for the guests on the last day of their stay."

Not So Prosy

"My husband is merely a manufacturer of wastebaskets," sighed the woman with aspirations. "It seems such a prosy occupation."

"On the contrary, there is really much poetry in wastebaskets," replied the unappreciated bard.

Long Absence

A rookie in the cavalry was told to report to the lieutenant.

"Private Rooney," said the officer, "take my horse down and have him shod."

For three hours the lieutenant waited for his horse. Then, impatiently, he sent for Rooney.

"Private Rooney," he said, "where is that horse I told you to have shod?"

"Omigosh!" gasped the private, growing pale around the gills, "Omigosh! Did you say shod?"

Meetings To Be Held

SEPTEMBER

10: Massachusetts State Normal School Teachers' Association, Secretary M. Grace Fickett, State Normal School, Westfield: Bridgewater, Massachusetts.

14-17: American Public Health Association, Secretary H. N. Calver, 370 Seventh Avenue, New York City: Montreal, Canada.

28-30: New York State Council of City School Superintendents, Secretary E. L. Ackley, Johnstown: Lake Placid, New York.

OCTOBER

2-3: National Congress of Parents and Teachers of Vermont, Secretary Mrs. W. A. Sargent, 15 North Street Extension, Rutland: St. Johnsbury, Vermont.

7-9: Wyoming State Teachers' Association, Secretary H. H. Moyer, Rawlings: Casper, Wyoming.

8-10: Vermont State Teachers' Association, Secretary M. C. Parkhurst, 323 Pearl Street, Burlington: Burlington, Vermont.

12-16: National Safety Council, Secretary W. H. Cameron, 20 North Wacker Drive, Chicago, Illinois: Chicago, Illinois.

15-17: New Hampshire State Teachers' Association, Secretary J. W. Condon, R. F. D. 1, Derry: Laconia, New Hampshire.

15-17: Utah Education Association, Secretary D. W. Parratt, 316 Vermont Building, Salt Lake City, Utah: Salt Lake City, Utah.

15-17: West Virginia State Education Association, Secretary J. H. Hickman, 1816 Washington Street, Charleston: Charleston, W. Va.

22-24: Indiana State Teachers' Association, Secretary C. O. Williams, 205 Hotel Lincoln, Indianapolis: Indianapolis, Indiana.

22-24: Montana Education, Secretary R. J. Cunningham, Box 218, Helena: Miles City, Helena, Lewistown, Montana.

23: Connecticut State Teachers' Association, Secretary Gordon C. Swift, Watertown: Hartford, New Haven, Bridgeport, Norwich.

23-24: Maryland State Teachers' Association, Secretary W. H. Davis, Havre de Grace: Baltimore, Maryland.

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23-24: National Congress of Parents and Teachers of West Virginia, Secretary Mrs. C. H. Absher, 2122 Wythe Avenue, Bluefield: Wheeling, W. Va.

25-29: National League of Compulsory Education Officials, Secretary M. C. Andrew, 301 Court House, Memphis, Tennessee: Toronto, Canada.

28-30: National Congress of Parents and Teachers of Iowa, Secretary Mrs. Charles F. Pye, 415 Shops Bldg., Des Moines, Iowa: Cedar Rapids, Iowa.

29-31: Colorado Education Association, Secretary W. B. Mooney, 530 Commonwealth Building, Denver: Grand Junction, Pueblo, Denver, Colorado.

29-30: Maine Teachers' Association, Secretary A. W. Gordon, State House, Augusta, Maine: Portland, Maine.

29-31: Rhode Island Institute of Instruction, Secretary C. W. Bosworth, 77 Rolfe Street, Cranston: Providence, R. I.

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